

ÅA Syllabus - Information and Knowledge Management

Fall 2023

Summary and course overview

This course aims to introduce students to the general principles of **managing knowledge and information**. Students are to be exposed to both theoretical and practical knowledge on Information and Knowledge Management (IKM) from the organizational and inter-organizational perspectives. During the course, students should gain new skills and competences on how to deal with large amounts of data, and how such data can be shared and turned into information and knowledge within and across organizations.

It is relevant for every organization, big or small, to effectively and efficiently organize, steer, curate, administrate or manage (1) data, (2) information, and (3) knowledge as well as process and cycles dealing with them.

In terms of specific goals, students are expected to understand:

- (i) The organizational role played by data, information, and knowledge.
- (ii) Theoretical models of Information and Knowledge Management.
- (iii) What theoretical models of Information and Knowledge Management can be applied in organizations.
- (iv) Knowledge Management cycles and Knowledge Management processes.
- (v) Some basics of software tools and techniques that can be deployed to orchestrate IKM in organizations,
- (v) How to assess the maturity of IKM in organizations.

Teacher

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See <http://users.abo.fi/jteixeir/> for more information on the teacher

Form of instruction

On-site face-to-face lectures by teacher, guest-lecturers, individual and group work. Remote participation is possible in exceptional circumstances (sickness, waiting for VISA, childcare at home, business traveling, etc.).

Course format

- Online-based quiz
- Digital learning diary
- Individual or small group essay assignment
- Collective group presentation assignment
- Lectures and seminars with in-class activities by main teacher
- Guest lecturers (academic + private sector + public sector)

Grading system

- Digital learning diary: 10 points [10%]
- Lecture participation: 10 points [20%]
- Course individual or small group assignment: 30 points [30%]
- Group presentation: 30 points [30%]
- Online quiz (aka exam on Moodle): 10 points [10%]

To pass the course 50% of the total points for each part is required.

Grades:

0-49= (Fail); 50-60= (1); 61-70= (2); 71-80= (3); 81-90= (4); 91-100= (5)

Individual or small group essay assignment

IKM is a multidisciplinary field of study that is quickly expanding. IKM is heavily impacted both by developments in its constituent disciplines and practical advances in knowledge-based organizations.

There is a plenty of cross disciplinary literature on IKM, but neither books, nor articles and conference proceedings can keep up with all the latest developments. There are a lot of informative blogs written by IKM experts. Students will be required find and read through a variety of pertinent IKM blogs so that they can recognize, map, and provide an overview of "What are the most important subjects that are currently being debated in the IKM Blogosphere".

The individual or small group (2-4 students) assignment takes the form of an essay on the IKM Blogosphere. Students can choose *a priori* between working in a group or individually. The essay accounts for 30% of the course grade.

The student individual assignment essay should include:

- Literature review of blogs on IKM subjects by practitioners, and academics.
- Description of key recent and important subjects in IKM and lessons learned from it.
- Optimally, students are also encouraged to contribute back to literature on IKM. What does the blogs add to the literature?
- Academic writing style with in-text citations and references list.
- Following the general APA style 7th edition.
- Following the particular APA style 7th edition way of citing blogs. See <https://apastyle.apa.org/style-grammar-guidelines/references/examples/blog-post-references>.
- Concise format with no more than 3,000 words (circa 6 pages in single spaced lines) for individual assignments and 5,500 words (circa 9 pages) for small group assignments.
- The reference list or appendixes of visual material (e.g., Figure, Photos, Screenshots) do not count for the page limit.

Group assignment

The group (7-10 students) assignment is evaluated as a presentation. The presentation accounts for 30% of the course grade.

The purpose of the group assignment is to explore and analyze an organization with respect to their IKM capabilities. Each group will present a case study reporting on how a specific organization improved their capabilities.

In summary:

- 1) Pick an organization carefully. If possible, interview (e.g., phone, video-call, face-to-face) someone in a position to talk about the organization IKM capabilities. Tip: Leverage personal networks and contact organizations operating geographically close to you.
- 2) If you are not able to interview someone, you will need to collect secondary data on how a specific organization improved their capabilities (e.g., blogs, articles, white-papers, red-papers, YouTube video and press releases among other sources of natural occurring data). Tip: Consultants and software houses often report case studies on how their services and their tools improved IKM at specific organizations. They are often used as marketing material.
- 3) Analyze how the organization manages their IKM processes. Speculate about their weaknesses. Clearly analyze the pros and cons of the way in they improved their IT capabilities.
- 4) Provide and explain one or two alternative ways that could have been used to deal with the identified weaknesses. Present its pros and cons. In this section refer to the content of the course.
- 5) Try to integrate your findings with the literature you have been exposed to on the course.

Each group will have 15 minutes to present their case study in class. Group members will grade their peers within the group. And groups will grade other groups as well. The student grades are given by peers anonymously. The teacher will also give a group grade.

Final group assignment grade = (Avg. of grade given by other groups to the student's group + Avg. grade given to the student by peers within the student's group. + Teacher grade to the student's group) / 3

Learning diary

The student's Learning Diary (LD) is the ideal place to capture the most relevant elements learned during the lectures both from the main teacher and the guest lecturers.

Students are free to structure their learning diary using the tool of their choice. For an easy evaluation students must submit their learning diary in one of the following digital formats.

- Textual or multi-media document in pdf format (max. 3 pages per lecture).
- Textual or multi-media document on google docs (max. 3 pages per lecture).
- Textual or multi-media document on office 365 (max. 3 pages per lecture).
- Mind map on Miro (max. 4 mind maps per lecture).
- Set of slides in HTML5 (max. 10 slides per lecture).

Students should spend around 24 hours preparing the digital learning diary. Students should not spend much more, nor much less than 24 hours on their LD. So, too much effort or too little effort on the LD will negatively affect its grade.

In your LD you can keep your personal records, thoughts and reflections and save links to resources and information suggested by the course experts and other participants. The style is set by the student. The teacher should not grade structure, the writing style, the grammar, or media richness of the LD as different students learn in their own unique way.

The teacher will grade the LD based in the following parameters:

- Reasonable effort
- Coverage of all lectures
- Affordance of the LD to be re-visited in the future to re-learn again.

There are a lot of topics in the lectures. Not all of this will be relevant to the students. Students should develop their LD according to their own needs. Therefore, students should focus their attention on those areas that are especially relevant for them.

The LD would be helpful to study for the online quiz at the end of the course. In addition, the LD should prove to be a valuable resource for students that want to revisit the topics of the course at a later stage. It should quickly provide the

students with a summary of the most relevant covered content from the students' own personal perspective.

Students should decide on content, style, and structure according to their own learning style. Anyway, if they do now know how to start, they can try to cover the following questions on their own words.

If you students do not know how to get started, they can try to answer the following questions:

- What was the main point(s) of the lecture?
- What did I know about this theme before I attended the lecture? What did I learn?
- What specific things did I find interesting?
- What questions did emerge in my head during the lecture?
- What remained unclear? What would I want to know more about?
- What are my own experiences about the issues we talked in the lecture?
- What did the things I learnt mean to me and will I be able to use them in the future?
- Did I achieve the learning objectives proposed by the teacher?

Ad-hoc ideas, and suggestions on how to improve the course are very welcome by the teacher grading the learning diaries.

Textbook and course materials

The textbook by Dalkir (2017) is the main reference for the course, chapters 1-6, chapter 9, and chapter 11 are a must read for the students.

- Dalkir, K. (2017). Knowledge management in theory and practice. MIT press. (3rd edition.)
https://abo.finna.fi/Record/abo_electronic_aa.9913501199105972

Students wishing to keep up with classical works and recent advances in IKM are also welcome to consult two classic books and a selected set of journals and conference publications that welcome and publish research on the topic.

Books:

- Shapiro, C., & Varian, H. R. (1999). Information rules: A Strategic Guide to the Network Economy. Harvard Business Press.
- Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge Management in Organizations: A Critical Introduction. Oxford University Press.

Journals:

Practitioner oriented journals:

- *Harvard Business Review*
- *MIT Sloan Management Review*
- *Communications of ACM*

Academic oriented specialized journals:

- *Knowledge Management Research & Practice*
- *Journal of Knowledge Management*
- *Journal of Information and Knowledge Management*
- *Knowledge Management Research and Practice*
- *Knowledge and Process Management*
- *Knowledge and Information Systems*
- *Interdisciplinary Journal of Information, Knowledge, and Management (IJKM)*
- *VINE Journal of Information and Knowledge Management Systems*

Academic oriented generalist journals:

- *Information Processing and Management (IP&M)*
- *Information and Management (I&M)*
- *Information and Organization (I&O)*
- *Journal of the Association for Information Science and Technology (JASIST)*
- *Journal of Information Science (JIS)*
- *The International Journal of Information Management (IJIM)*
- *Management Information Systems Quarterly (MISQ)*
- *Information Systems Research (ISR)*
- *Journal of the Association for Information Systems (JAIS)*
- *Decision Support Systems (DSS)*

Conferences:

- ACM International Conference on Information and Knowledge Management (CIKM)
- ACM SIGKDD International Conference on Knowledge Discovery and Data Mining
- Annual Meeting of the Association for Information Science and Technology
- AIS International Conference on Information Systems

Timing and place

Course to be held on Tuesdays 31.10.2023 - 19.12.2023 at Lilla auditoriet ASA C122 from 10:00 to 11:30.

Lilla auditoriet is located on the first floor in ASA C. The lecture hall has 80 seats. The video broadcasting options of the room are limited.

Schedule 1- As initially planned

	Time	Location	Type
1	31.10.2023 10.00 - 11.30	AsaC122 (80 persons)	In-classroom lecturing + activities
2	07.11.2023 10.00 - 11.30	AsaC122 (80 persons)	In-classroom lecturing + activities
3	14.11.2023 10.00 - 11.30	AsaC122 (80 persons)	In-classroom lecturing + activities
4	21.11.2023 10.00 - 11.30	AsaC122 (80 persons)	Guest lecture (academic)
5	28.11.2023 10.00 - 11.30	AsaC122 (80 persons)	Guest lecture (private)
6	05.12.2023 10.00 - 11.30	AsaC122 (80 persons)	Guest lecture (public)
7	12.12.2023 10.00 - 11.30	AsaC122 (80 persons)	Groups work presentation
8	19.12.2023 10.00 - 11.30	AsaC122 (80 persons)	Online quiz

Schedule 2 – After negotiations with the guest lectures

	Time	Location	Type
1	31.10.2023 10.00 - 11.30	AsaC122 (80 persons)	In-classroom lecturing + activities
2	07.11.2023 10.00 - 11.30	AsaC122 (80 persons)	In-classroom lecturing + activities
3	14.11.2023 10.00 - 11.30	AsaC122 (80 persons)	In-classroom lecturing + activities
4	21.11.2023 10.00 - 11.30	AsaC122 (80 persons)	Guest lecture (academic) - UTU
5	28.11.2023 10.00 - 11.30	AsaC122 (80 persons)	Open room where students can work on their group work
6	05.12.2023 10.00 - 11.30	AsaC122 (80 persons)	Open room where students can work on their group work
7	12.12.2023 10.00 - 11.30	AsaC122 (80 persons)	Guest lecture (public)
8	19.12.2023 10.00 - 11.30	AsaC122 (80 persons)	Group presentation (1h) + Guest lecture (private) - 11:00 – 11:30
			Online quiz will open 19.12 at 12:00 and closes same day at 19:00.

Course load

The course load corresponds to 5 credits following the European Credit Transfer and Accumulation System (ECTS) standard. According to the standard one ECTS is equal to 27 hours of study Individual or group assignment. Therefore, students should achieve the study outcomes by dedicating $27 \times 5 = 135$ hours (about 5 and a half days) to the course. Most time will be spent by the students by (1) reading before attending the lectures, (2) completing assignments, and (3) writing down the learning diary.

Students' activities	Forecasted load (hours)
Getting familiar with the course	2
In classroom lecturing	7.5
Guest lectures	3
Readings for in-class room lectures and activities	22.5
Individual or small group assignment	30
Group assignment	30
Online quiz	1.5
Preparing for online quiz	4.5
Digital learning diary	24
Learning different online collaboration tools	10

Course requirements

- Proficiency with Moodle learning system
- Proficiency with Zoom communication system
- Proficiency with online collaboration tools (Google Docs or Microsoft 365)
- Familiar with ÅA netiquette <https://abofi.sharepoint.com/sites/intra-en-teaching/SitePages/Netiquette-in-Zoom.aspx>
- Familiar with ÅA guidelines for distant participation in face to face teaching <https://abofi.sharepoint.com/sites/intra-en-teaching/SitePages/Guidelines-distance-participation.aspx>

- Student should bring a personal computing device to the classroom to participate in some digital and hybrid class activities.

Course software tools

Students are expected to be proficient with Moodle learning system, Zoom communication system for online participation and with online collaboration tools such as Google Docs or Microsoft 365.

Students might be requested to use Kahoot, GimKit, Miro, Socrative, Mentimeter, Doodle, MS forms and Google Forms. All online-based software tools with a small learning curve. Software licensing from students is not required. Those are provided by ÅA or the main teacher.

Course Policies

Prepare the class

Students are expected to read selected book-chapters or selected articles indicated by the teacher prior to attending are the foundation for the in-class activities.

Attend class

Students are expected to attend all class sessions as listed on the course calendar. Students should contact the teacher via email to get an exception to participate in the course remotely via zoom. All according to the ÅA guidelines for distant participation in face-to-face teaching.

Participate

Students are expected to actively participate in class-room sessions, and group work. Some activities will require the user of a personal computer or mobile device.

Build Rapport

If students have trouble keeping up with assignments or other aspects of the course, they should engage with the teacher as early as possible. Building rapport and effective relationships are key to becoming an effective professional. Students

should be proactive in informing the teacher when difficulties arise during the the course so that a solution can be found and negotiated.

Complete Assignments

All assignments for this course will be submitted electronically through Moodle otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the teacher before the due date. Extensions will not be given except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time, otherwise they might get their grade negatively affected.

In-class room lectures

Students are required to prepare the lectures by reading chapters of the course book and selected literature. The teacher must conduct in-class room activities to ensure the students are prepared for the lecture. Some of those activities will require a computer device, so students should bring a personal computer, smart-phonem or tablet (i.e., any computer-based device with a modern web-browser).

Module 1) Introduction to IKM and KM Processes

Students should get familiar with the contents available on the Moodle course page <https://moodle.abo.fi/course/view.php?id=10721>;

The teacher will present the course syllabus and seek the student's decision on some negotiable course rules. All within the spirit of participatory course design.

By the end of this lecture, students should be familiar with the way the course works.

Module 2) IKM Models, Knowledge Capture & Codification, and Knowledge Sharing

Students should read Dalkir course book, Chapters 1, 2, 3, 4 and 5 as well as

Beeskey, L. & Cooper, C. (2008). Defining knowledge management (KM) activities: toward consensus. *Journal of Knowledge Management*, 12(3), 48-62.

Module 3) Knowledge Discovery, Organizational Culture, IKM Tools, IKM Strategy & Planning, and Evaluating KM in organizations.

Students should read Dalkir course book, Chapters 6, 7, 9 and 11 as well as

Raub, S. & Von Wittich, D. (2004). Implementing knowledge management: Three strategies for effective CKOs. *European Management Journal*, 22 (6), 714–724.

Module 4) Guest Lecture (Academic - The role of culture on IKM)

Students should read:

Ahmad, F., & Karim, M. (2019). Impacts of knowledge sharing: a review and directions for future research. *Journal of workplace learning*, 31(3), 207-230.

Widén, G., & Hansen, P. (2012). Managing collaborative information sharing: bridging research on information culture and collaborative information behaviour.

Module 5) Guest Lecture (Public section – Use of open-source tools at the National Library)

Students should read:

Dumouchel, B. & Demaine, J. (2006). Knowledge Discovery in the Digital Library: access tools for mining science. *Information Services & Use*, 26 (1), 39-44.

Zurada, J. & Karwowski, W. (2011). Knowledge discovery through experiential learning from business and other contemporary data sources: A review and reappraisal. *Information Systems Management*, 28 (3), 258-274.

Module 6) Guest lecture (Private section – Lyyti, IKM and event management)

Students should read:

Martelo-Landroguez, S. & Cepeda-Carrion, G. (2016). How knowledge management processes can create and capture value for firms? *Knowledge Management Research & Practice*, 14 (423 - 433).

Loebbecke, C., Van Fenema, P.C. & Powell, P. (2016). Managing inter-organizational knowledge sharing. *Journal of Strategic Information Systems*, 25, 4-14.

Module 7) Presentations of group assignment

Module 8) Exam (online quiz)

Guest lectures

Three guest lectures are planned. One is another academic representing another Finnish university, other will represent the public sector (head of a national library), and the other will represent the private sector (CEO of a local firm selling IKM software-based services). Students should do their best to attend the guest lectures in-situ as they are unique opportunities to learn the actual practice of managing information services.

If any guest-lecture fails to materialize (e.g., incompatible schedules or last-minute issues), an alternative recorded video with follow-up online activity will be provided.